DOCUMENT RESUME

ED 126 174 UD 016 133

AUTHOR Moriarty, David; Pham, Thuy B.
TITLE English for Vietnamese Students in Wisconsin: Practical, Everyday Expressions.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE 75
NOTE 68p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Biculturalism; Bilingualism; *Bilingual Students; Cultural Factors; Dialogue; *English (Second Language); Immigrants; *Indochinese; *Language Aids; Language Enrichment; *Language Instruction; Minority Groups; *Second Language Learning
IDENTIFIERS *Wisconsin

ABSTRACT

Sections One through Five serve as the introductory portions of this booklet and are designed to help those who have had little experience in teaching bilingually or in teaching English as a second language. These sections include some minimal hints for dealing with Vietnamese children and understanding their culture. They also have some basic suggestions relating to teaching conversational English to speakers of vietnamese. Section VII contains Vietnamese and English phrases which can be used by American educators in conjunction with literate speakers of Vietnamese. This section can also be used as a source of instruction beyond the basic phrases which are presented in Section VI and includes topics such as registering, in the classroom, class absence and illness, and others. The dialogue material in this bulletin serves a dual purpose. Firstly, it is intended to equip the newly arrived Vietnamese student or adult with a series of Practical expressions to meet everyday needs of living in Wisconsin, and secondly, it may be used as a basic corpus of material for introducing the novice student to the English language. The dialogues are arranged in order of increasing difficulty. (Author/AM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED126174

ENGLISH FOR VIETNAMESE STUDENTS IN WISCONSIN: PRACTICAL, EVERYDAY EXPRESSIONS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Written By:

David Moriarty

Mrs. Thuy B. Pham

Editor:

Frank M. Grittner
Specialist in Second Language Education

UD016133

Barbara S. Thompson, State Superintendent
Wisconsin Department of Public Instruction

Acknowledgements

The dialogues contained in this bulletin are the work of Mrs. Thuy Pham and Mr. David Moriarty. Mrs. Pham is a native Vietnamese who has lived several years in Wisconsin and who has earned an M.A. degree in English at the University of Wisconsin. Mr. Moriarty is doctoral candidate in the English Department. He has lived in Vietnam, has worked with Vietnamese people, and has tuaght English as a second language to Vietnamese young people. These people were selected as the authors of this first Wisconsin bulletin on the Vietnamese language because of their expertise in both languages and their bicultural experiences.

The dialogue material in this bulletin has a dual purpose. First, the material is intended to equip the newly arrived Vietnamese student or adult with a series of practical expressions to meet the everyday needs of living in Wisconsin. Secondly, the short dialogue utterances may be used as a basic corpus of material for introducing the novice student to the English language. With regard to the second purpose, the dialogues are arranged in order of increasing difficulty.

Components of this Manual

The introductory portions of this booklet are designed to help those who have had little experience in teaching bilingually or in teaching English as a second language. (See Sections I through V) These sections include some minimal hints for dealing with Vietnamese children and understanding their culture. They also have some basic suggestions relating to teaching conversational English to speakers of Vietnamese. These sections do not, of course, pretend to be a substitute for a complete course in preparing to teach English as a second language to Vietnamese speakers. Nor do these sections in any way obviate the necessity for reading more detailed professional books on the subject of bilingualism and English as a second language. However, these suggestions have proven useful to people in other parts of the country and, may therefore, have application to the situation in Wisconsin. I wish to thank Dr. Alfred Gage, Specialist in Foreign Language Education for the Oklahoma Department of Education, who contributed material for these initial five sections.

Section VII contained Vietnamese and English phrases which can be used by American educators in conjunction with literate speakers of Vietnamese. This section can also be used as a source of instruction beyond the basic phrases which are presented Part VI.

Part VI, which was prepared by Mr. David Moriarty and Mrs. Thuy Pham, have the additional resource of tape cassettes to accompany the written material in the booklet. These tapes can be used in a number of ways. The following suggestions are among those which might prove useful:

1. Where there are many speakers who know little or no English, or who are unable to read Vietnamese, the instructor can play the tape through in its entirety so that the students get the general drift of what they are going to learn. The tape can then be rewound to the beginning. The teacher then would play the number 1 expression for a given lesson and would then pronounce the English equivalent several times asking the students to repeat what has been said. The students would first repeat in chorus, then individually until the teacher was satisfied that an understandable response had been given. The teacher would then proceed to the number 2 expression of the lesson.

2. The English version of the lessons can be played to individuals and groups for listening practice.

3. Students working individually or in small groups can play the tape one utterance at a time stopping the cassette after each number and imitating the voice on tape.

4. Similarly, teachers in a group situation can play each utterance separately asking the students first to listen, then having the teacher repeat the utterance, and then asking students to respond chorally or individually.

This bulletin was sponsored

by

Wisconsin Department of Public Instruction

with funds provided by

Title III of the National Defense Education Act

TABLE OF CONTENTS

		Page
Introduction		i
I.	Some Hints For Dealing With Vietnamese Children in Your Classroom	1
II.	Ways For Helping Non-English Speaking Students Who Enter Our Schools	3
III.	English As A Second Language	5
IV.	Guidelines To Help The Instructor Of Conversational English	8
V.	Vietnamese Culture and Customs	12
VI.	Basic Expressions For Vietnamese Students in Wisconsin	14
	A. Registering	14
	B. In The Classroom	18
	C. Hearing/Eye Test	20
	D. Class Absence and Illness	23
	E. Making An Appointment/Asking Directions	25
	F. Meeting with Teacher	27
	G. Meeting with Counselor	29
	H. Comparing Holidays	31
	I. Classmates' Conversation About the Weather	33
VII.	Vietnamese-English Phrases	35

I. SOME HINTS FOR DEALING WITH VIETNAMESE CHILDREN IN YOUR CLASSROOMS

1. DON'T PANIC! Common sense will go a long way to solving the problems you anticipate. Employ sympathy (NOT pity), patience and understanding.

2. If possible, utilize some of the excellent materials on the market designed to teach English as a foreign language. A few companies producing these are listed in A Selected Bibilography for Teaching English to Speakers of Vietnamese available for $1.50 from Center for Applied Linguistics, 1611 North Kent Street, Arlington, VA 22209.

3. Try to arrange a 'buddy system' between a Vietnamese student and an American student of approximately the same age and sex. If the American student could work with his Vietnamese 'buddy' for only a few minutes each day, separate from the rest of the class, it would pay real dividends. The American student can prove invaluable in helping with such things as school routine, lunch lines and procedures, lavatory questions, etc., bus schedules, library resources and many other things.

4. Utilize the expertise of all your staff members. The reading teachers and special education teachers can be of great help in locating special materials for working with the child.

5. The greatest need for many of the Vietnamese is development of ORAL language skills so emphasize these in all the work you do with them. Again, small group work and the 'buddy system' can be of help here.

6. Don't worry about academics at first. That is, don't expect or worry if the Vietnamese child isn't able to do all the work in every subject that his American peers are doing. Remember, you can't do much until you know the language! However, don't hold a child back when he is ready to participate more fully in an academic area. His ability to handle subjects like Math may develop earlier than areas like Social Studies.

7. Spend lots of time helping the child learn numbers early. They are crucial for communicating so many things!

8. USE VISUALS extensively. They can help shorten and simplify the learning and communicating task a great deal.

9. The simple idea of reading to the child aloud while he follows in the book and then having him/her try to read the same passage aloud should prove beneficial. Again, this can be done through the 'buddy system.'

II. WAYS FOR HELPING NON-ENGLISH SPEAKING STUDENTS WHO ENTER OUR SCHOOLS

1. Welcome them cordially:

   There are many ways to communicate, even without language. A smile, a body gesture, a touch, etc. all say "Hello," and will convey your feelings and your intentions.

2. Place them carefully:

   a. In classes:

      (1) Where, if possible, there are others who speak their native language.

      (2) Where other students are near their age group.

      (3) Where there are others who need to learn English as their second language.

      (4) Where other students are at similar stages of language learning.

      (5) Where other students have been prepared to accept and appreciate human differences.

   b. With teachers:

      (1) Who are friendly, understanding, accepting, and appreciative of human differences.

      (2) Who, if possible, have a knowledge of the native cultural and language patterns of their pupils.

      (3) Who make use of this knowledge in curriculum planning and instruction.

      (4) Who will make the effort necessary to learn the system of English and methods of teaching it to language learners.

3. Orient them to the school and to the community by means of:

   a. A tour of the school.

   b. Trips and excursions.

   c. Simple talks by resource people (specialists in various fields) in their native tongue where feasible.

   d. Judicious use of audio-visual aids.

   e. Instructional materials about the community which are suitable to their levels of learning.

4. Provide for their immediate participation with native English speaking students in activities where competency in the English language is not absolutely necessary:

   a. Assemblies.

b. Shops.

c. Clubs, recreation periods, and other co-curricular activities.

d. Art, music, and physical education periods.

5. Develop their ability to communicate with others by giving them:

a. Increasing control of the essential features of the pronunciation and language patterns of English.

b. Practice in sentence patterns which contain the vocabulary items of everyday situations.

c. A fundamental vocabulary that is immediately usable in school, home, and community and that will enable them to function in the social and cultural situations of the English speaking community.

d. Numerous experiences in activities in which they participate as listeners and/or speakers.

6. Prepare them for educational and vocational opportunities available to them by giving them:

a. Basic concepts and vocabulary in all needed curriculum areas.

b. Knowledge and skills required for the world of work.

c. Educational and social guidance.

7. Give them status by:

a. Developing pride in their cultural heritage (including their language).

b. Providing instructional materials (suitable to their levels of achievement and maturity) which will ensure success.

c. Bringing about a mutual accepting and appreciating relationship between them and other community members (native English speakers and others).

d. Utilizing and providing a setting for their creative abilities in the school and community.

Adapted from:

Mary Finocchiaro, Teaching English as a Second Language, Harper & Row, 1969.

III. ENGLISH AS A SECOND LANGUAGE

TEACHING A GROUP?

If you are working with more than one student, establish a set of easily understood hand signals, such as:

1. Finger to mouth for "silence" before you speak the sentence pattern you want them to hear.
2. Hand out, palm toward student, accompanied by gently shaking head for "no" as you repeat the sentence pattern once more.
3. Hand behind ear for "listen." You say "Listen."
4. Beckon with both hands (or one, if the other is holding a visual clue), accompanied by gently shaking head for "yes," as you symbolize "repeat" or "again." Be sure the signal you choose is acceptable by the group you teach. Some signals mean quite the opposite of what you would think.

Be sure <u>every</u> person in your group gets a chance to use the language pattern presented. Have group respond as a group first. This is security for the group. No one is sure just what he has heard, or what is "correct" for the first few times.

When you feel the group has practiced sufficiently, then ask <u>each person individually</u>. Ask the person you think may be less timid, to repeat after you first...This gives the more timid more exposure to HEARING the sentence, and more time to build up confidence.

The monotony of a <u>repetition drill</u> may induce boredom. Encourage different types of student responses, such as class, half-class, row, or individuals.

1. A chain-drill can be set up by going around the class or circle with each student giving either the stimulus or the response. For example:

   "My name is.....What's yours?"

   "My house is yellow....What color is your house?"

2. Another type of "chain" practice: You might introduce the vocabulary of <u>CLOTHING</u>. Make a small, lap-size flannel board. Paste flannel on the back of a supply of clothing pictures cut from magazines or catalogues. Introduce a sentence pattern, "I am going to buy a...."

   OR "I want to buy a...."

   OR "I need to buy a...."

Or you could use the past tense, "I bought a...."
If your group is advanced, you could expand the sentence pattern to say, "I went to the clothing store and I bought a...."
As the board passes from one person to another in the circle, your student can choose the article of clothing he wants.
Questions and answers can be used: "What did....buy?" (name of student) "He/she bought a....", etc.

Role-Playing: This must, at beginning levels, be in the form of "dialogue" which is taught and memorized. Any dialogue must be taught FIRST as component parts of VOCABULARY and STRUCTURE. The level of language learning of your student or group must be the determining factor as to what can be used. Your students' interests determine subject matter.

You are the one who must compose these short, simple dialogues for your student, based on the SENTENCE PATTERNS and structures you have been teaching.

For example: The following dialogue was used by Barbara Patterson, a former tutor at El Modena Center. It was used by a group of mothers at just beyond the beginning level. They had already learned to use the pronouns "I," "you," "my," and "your." They had learned the beginning KEY WORDS (in the Laubach Skill Book I) which include "hand." They knew the use of "yes" and "no."

This dialogue is very useful for teaching the concept of "Here is..." as opposed to "Where is..." Also the use of "I will."

New CONTENT words would be:

hair	soap
comb	towel
brush (noun and verb)	face
washcloth	wash (action)

Mother: Will you please comb your hair?
Daughter: Yes, Mother, I will comb my hair.
Where is the comb?
Mother: Here is the comb.
Will you please brush your hair?
Daughter: Yes, Mother, I will brush my hair.
Where is the hair brush?
Mother: Here is the hair brush.
Daughter: Thank you, Mother.
Mother: Will you please wash your face and hands?
Daughter: Yes, Mother, I will wash my face and hands.
Where is the washcloth and soap?
Mother: Here is the washcloth and soap.
Daughter: Thank you, Mother.
Where is the towel?
Mother: Here is the towel.
Daughter: Thank you, Mother.

REMEMBER: The greatest need for a student of English as a Second Language is the opportunity to use English in natural, everyday sentences.

Play word games: (Keep them informal and enjoyable.)

1. I have a word. Is it _____? No, it is not _____. Or, Yes, it is _____.
2. I am thinking of something in this room that begins with the sound _____. Is it _____? No, I am not thinking of _____. Yes, it is _____.

Make up simple dialogues to practice with appropriate actions, e.g., making introductions, getting acquainted, using the telephone, going to the market...the show...school. Be prepared with assortments of pictures and objects, etc. to talk about...

Bring an interesting picture as a basis for conversation. Ask "What do you see?" "What is happening?" "How do they feel?" Give everyone an equal chance to talk.

Simple songs are useful tools. It breaks up the constant talk of the lesson. HAVE FUN.

IV. GUIDELINES TO HELP THE INSTRUCTOR OF CONVERSATIONAL ENGLISH

1. A successful rule in language learning is: Hearing before speaking
   Speaking before reading
   Reading before writing

   In other words, teach a person to read only what he can speak in a language. Teach the spoken language before teaching the reading and writing of a language.

2. Material presented in dialogue form is more realistic. Use the typical gestures that are normally used in conversation.

3. During the lesson period using only English has major advantages. The student tries harder to understand and to be understood.

4. The learner should have an accurate model to imitate. Colloquialisms and regional dialects of the instructor are not impediments to learning.

5. Constant practice and much repetition of a few sentences are essential for mastery. Especially must the beginner hear and practice the use of a sentence many times before he can use it automatically. Five hundred words the student can use is better than three thousand he cannot use. One hundred sentences mastered (expressed automatically) are better than five hundred fumbled. Limit the material presented in a lesson.

   Repeat! Repeat! Repeat!

6. Combine structure, pronunciation and vocabulary into meaningful practice.

7. Encourage the learner to answer questions with complete sentences. Beginners often respond with one word, as in the example:

   INSTRUCTOR: (pointing to a book) What is this?
   STUDENT: Book. (instead of, "This is a book.")

AIDS TO LEARNING:

Conversation — Two thirds of the lesson time should be conversation. Plan in advance the words and sentence patterns for each lesson. Keep notebook on progress made.

Text	A basic text provides a starting point for the instructor and a base for the learner.
Pronunciation	Each learner will have pronunciation difficulties. Exercises should be given to overcome difficulties.
Exercise Book	The learner should have a notebook to record words, phrases, and expressions presented in a lesson. (Recommended for older students only.)
Magazines	Pictures, words, captions from magazines can be an aid to learning.
Pictures	Many instructors build a picture file. Some mount the pictures in a scrap book. These provide a variety of ways for additional practice.
Newspapers	Headings, words, ads, pictures can be aids to learners with limited English.
Catalogues	Mail order catalogues such as Sears, Penney's, Montgomery Ward are invaluable aids in vocabulary building.
Tape Recorder	The learner can often recognize his mistakes from listening to a recording of his conversation.
Objects	The actual object, reinforced by a picture, helps the learner grasp meanings.
Singing	A learner can sing in English before he can speak English. Singing helps in intonation and rhythm.
Games	Games add fun, variety, and give practice in repetition.
Reading	Practice in reading is helpful. The instructor should be aware learners can sometimes pronounce words and not know what they have read. Ask comprehension questions.
Dictation	Practice in writing sentences and words from dictation aids learners in sentence structure and word order.
Repetition	The learner needs much repetition before he can reproduce a sentence automatically.

Storytelling	Preparing and telling a story or giving a talk before a group gives the learner good practice in using the language. Even ONE SENTENCE is good.
Flash Cards	Words, sounds, sentences on flash cards reinforce and vary the approaches to the language.

SUGGESTIONS FOR ORAL ENGLISH

1.	Money:	Show value of penny, nickel, dime, quarter, half dollar, dollar, five dollars, ten dollars.
2.	Days of the week, Months of the year:	
3.	How to read a calendar:	What day is today? Yesterday? Tomorrow?
4.	Time of the Year:	Summer, Fall, Winter, Spring
5.	Important Holidays:	Thanksgiving, Christmas, New Year's, etc.
6.	How to tell time:	
7.	Parts of the body:	Begin with the features of the face. "This is my nose, chin, mouth, forehead, hair..." "These are my ears, cheeks, teeth, eyebrows..." "That is your nose, chin, mouth, forehead, hair." "Those are your ears, cheeks..." Continue with face and head, arms and hands, legs and feet, torso, neck, back.
8.	Action sentences for under-standing:	Point to your nose, chin, mouth, etc...Raise your hand, arms, etc...Kick your foot...Turn your head...Stand up, please...Sit down or be seated, please. Look up at the ceiling...Look down at the floor...Look out the window.
9.	Prepositions ...function or position words:	Use objects to show meanings. Above, across, after, against, around, at, at the corner, at the edge. Before, behind, beneath, beside, between, by. In, in front of, into. Off, on, out, outside, over. To go around,

to go under, to roll off. Under, underneath, up, upon.

10. The Question Ladder: What, who, where, when, how, how much, how many? In conversation include speech patterns needed at work (specialized vocabulary).

V. VIETNAMESE CULTURE AND CUSTOMS

Physical Appearance

Vietnamese people are smaller in stature than most Westerners. This is also reflected in the size of babies and children.

The shape of some Vietnamese children's heads may be quite flat on the back. Some Vietnamese prefer that shape of head and encourage this flattening process by propping the heads of babies on either side to prohibit rolling from side to side.

Child Care

In Vietnam, parents tend not to discipline or to place extensive limits on their children at as young an age as many American parents. Generally, corporal punishment such as spanking or slapping a child's hands is not used, but rather the children are spoken to in a quiet, controlled manner.

The Vietnamese people, including the children, usually do not express their anger or displeasure in a very direct manner; instead, it is expressed in a more passive way which may sometimes be interpreted by Westerners as stubborn, obstructionistic behavior. Especially for the older child, it may take considerable time before he/she feels comfortable in verbally expressing negative thoughts and feelings.

Names

In Vietnam, the family name is written first, followed by at least two more names, the last of which is the first name. "Thi" as a part of the Vietnamese name indicates that the child is a girl.

Language

The Vietnamese language is a tonal language using five different tones or inflections. Therefore, the meaning of words that are spelled the same can change according to the inflection used in the pronunciation of a word. Written Vietnamese uses the Roman alphabet; however, accent or inflection markings are placed above or under the word to indicate the appropriate inflection.

Hand Motions

Waving motions in Vietnam are quite different than in the U.S. To try to call a student by beckoning with the fingers while the palm is up will baffle him/her. The Vietnamese beckon others by holding the palm down and motioning them toward themselves with the entire palm and fingers, somewhat in a "pawing" motion. Our usual movements for waving goodbye may seem like "come here" to the Vietnamese, since it could be mistaken for the "pawing" motion. Their motion for goodbye is to raise the hand and wave the whole hand from side to side.

Beckoning with a crooked finger will be insulting to Vietnamese children because it is used on dogs in Vietnam and is considered offensive to humans.

Touching on the Head

Many Vietnamese believe touching on the head will take away their spirit.

Adapted from: Tips on the Care and Adjustment of Vietnamese and Other Asian Children in the United States. U.S. Office of Health, Education and Welfare

VI. BASIC EXPRESSIONS FOR VIETNAMESE STUDENTS IN WISCONSIN

Part A. Registering

1. A. What is your name?
2. B. My name is...
3. A. How are you?
4. B. Fine, and you?
5. A. Fine, thanks.

****

6. A. Do you speak English?
7. B. Not too well, do you speak any Vietnamese?
8. A. Could you please repeat slowly.
9. B. Do you speak any Vietnamese?
10. A. Very little!

****

11. A. What is necessary to register my son/daughter?
12. B. Speak more slowly please. I speak very little Vietnamese.
13. A. Then I'll come back with my brother. He can speak English.
14. B. O.K., see you soon, and bring your son/daughter, too.
15. A. Yes, so long!

****

16. A. Hello again.
17. B. Hello, this is my son.
18. A. What's his name?
19. B. His name is An, and this is my brother. He speaks some English.
20. A. Hi, and what's your name sir?
21. C. My name is...
22. A. Please print your name and address here.
23. C. All right.
24. A. And do you have a telephone?
25. C. Yes.
26. A. Write the number in this space, please.

27. C. O.K.
28. A. Where do you live?
29. C. We live at 200 Park Street.
30. A. How many persons are there at home?
31. C. There are five, myself, my sister, and her husband and their two kids.
32. A. How old are the children?
33. C. ... is twelve, and ... is nine.
34. A. Then you must register both for school. The law says that all children between the ages of five and sixteen must attend school.
35. C. Is there a fee?
36. A. No, it's free.

****

37. A. What is the childrens' father's name?
38. C. His name is...
39. A. And the mother's?
40. C. ....
41. A. And your sponsor's name?
42. C. ....

(Reading time in English approximates 4 minutes.)

XIN VÔ HỌC

1. A. Xin ông cho biết tên.
2. B. Tôi tên....
3. A. Ông mạnh giỏi không ?
4. B. Dạ mạnh, còn ông thì sao ?
5. A. Dạ mạnh, cám ơn ông .

****

6. A. Ông có nói được tiếng Anh không ?
7. B. Dạ chút đỉnh thôi. Ông nói tiếng Việt được chớ ?
8. A. Xin ông nói chậm dùm chút.
9. B. Ông biết nói tiếng Việt không ?
10. A. Dạ, chút xíu thôi.

****

11. A. Muốn xin cho con vào học tôi phải làm sao?
12. B.Xin ông nói chậm chậm chút. Tôi biết ít tiếng Việt lắm.
13. A. Nếu vậy thì để tôi về đem anh tôi lại.Anh ấy biết nói tiếng Anh.
14. B. Vậy thì tốt quá. Hẹn gặp ông sau. Xin ông nhớ đem cả cháu theo.
15. A. Dạ, kính chào ông.

****

16. A. Chào ông.
17. B. Chào ông. Đây là con tôi.
18. A.Tên cháu là gì ?
19. B. Cháu tên An, đây là anh tôi.Anh nói được tiếng Anh.
20. A.Chào ông. Thưa, ông tên chi ?
21. C.Dạ, tôi tên....

22. A. Xin ông điền tên và địa chỉ vào đây.

23. C. Dạ.

24. A. Ông có điện thoại riêng không ?

25. C.Dạ có.

26. A. Vậy xin ông ghi vào đây cho.

27. C.Dạ.

28. A. Thưa, ông ở đường nào ?

29. C.Da, chúng tôi ở số hai trăm đường Park.

30. A. Nhà có tất cả mấy người ạ ?

31. C. Thưa,năm:tôi, em gái,em rể , và hai cháu.

32. A. Các cháu bao lớn?

33. C. ....lên mười hai và.....lên chín.

34. A. Vậy thì ông phải xin học cho cả hai cháu. Luật ở đây định rằng tất cả trẻ em từ năm đến mười sáu tuổi đều phải đi học.

35. C.Có phải đóng học phí không ạ ?

36. A.Dạ không, tất cả đều miễn phí.

****

37. A.Tên ba các cháu là gì ?

38. C.Tên anh ấy là.....

39. A.Còn mẹ các cháu ?

40. C.....

41. A. Người bảo trợ là ai đấy ạ ?

42. C.....

Part B. In the Classroom

1. A. How old are you?
2. B. I'm twelve and my sister is nine.
3. A. Have you attended school before?
4. B. Yes, in Saigon.
5. A. What did you study?
6. B. History, geography, math, and Vietnamese grammar.
7. A. Have you had any English?
8. B. Yes, but only one year.
9. A. What was the last grade you attended?
10. B. Fifth, I think.
11. A. We number the grades differently here.
12. B. Yes, that's what I understand.

****

13. A. Do you have any questions?
14. B. Yes, where is the capital of Wisconsin?
15. A. The capital city of Wisconsin is Madison. There are many state agency offices there.
16. B. Please speak more slowly. I have trouble understanding.
17. A. I'm sorry. The capital city is Madison. There are many state offices in Madison. For example, the Department of Public Instruction is there.

****

18. A. May I be excused, please?
19. B. What for?
20. A. I have to use the bathroom.
21. B. Of course, please go ahead.

(Reading time in English approximates 2 1/2 minutes.)

TRONG LỚP HỌC

1. A. Em mấy tuổi ?
2. B. Dạ em mười hai tuổi, còn em em lên chín.
3. A. Em có bao giờ đi học chưa ?
4. B. Thưa có, hồi ở Saigon.
5. A. Em học những gì ?
6. B. Em học Sử, Địa, Toán, và Văn Phạm Việtnam.
7. A. Em có học tiếng Anh chưa ?
8. B. Dạ, mới một năm thôi.
9. A.Năm ngoái em học lớp mấy ?
10. B.Dạ lớp Năm.
11. A.Bên này chúng tôi sắp xếp lớp học theo thứ tự khác.
12. B. Dạ, em hiểu.

****

13. A. Em muốn hỏi gì không ?
14. B.Dạ, không biết Tòa nhà Quốc Hội ở đâu ?
15. A. Quốc Hội ở Madison, các công sở cũng ở tại đó.
16. B. Xin nói chậm chút, em nghe không kịp.
17. A. Xin lỗi nghe. Quốc Hội ở thành phố Madison.
    Các công sở cũng ở đấy, ví dụ như Bộ Giáo Dục đó.

****

18. A. Xin thầy cho em ra ngoài.
19. B. Chi vậy em ?
20. A. Dạ, em cần vào buồng tắm.
21. B. Ừ, cho em đi đi.

****

Part C. Hearing/Eye Test

1. A. Kiem, I want you to put on these headphones. When you hear a sound raise your hand.
2. B. If I hear a sound in my left ear, then I raise my left hand.
3. A. Yes, that's right.
4. B. And if I hear a sound in my right ear, I raise my right hand.
5. A. Correct. And if you hear sounds in both ears, raise both hands. O.K., let's begin.

****

6. A. Kiem, I want to test your eyesight to see if you need glasses.
7. B. What do you want me to do?
8. A. I want you to look at that chart on the wall.
9. B. All right.
10. A. Please cover your left eye with your left hand.
11. B. O.K.
12. A. Now, please tell me the letters in the third line from the top.
13. B. E--O--I--U--A
14. A. Good! Now, look at the fourth line from the top with your right eye covered.
15. B. Yes.
16. A. What direction is the first letter "E" facing?
17. B. It's facing left.
18. A. The others?
19. B. The next faces down, the next up, and the last faces right.
20. A. Good!

(Reading time in English approximates 2 1/2 minutes.)

THỬ TAI VÀ MẮT.

1. A. Kiêm, em đội cái nầy lên đầu,khi nghe thấy tiếng gì thì giơ tay lên ra hiệu nghe.
2. B. Có phải khi nào nghe tiếng gì bên tai trái thì em giơ tay trái lên không ?
3. A. Phải.
4. B. Và nếu nghe tiếng gì bên tai phải thì em giơ tay phải lên hả ?
5. A. Đúng. Còn nếu em nghe tiếng gì cả hai bên tay thì giơ cả hai tay lên cùng một lượt nghe. Nào, ta bắt đầu...

****

6. A. Kiêm, tôi muốn khám mắt xem em có cần phải đeo kính không .
7. B. Em phải làm sao ?
8. A. Em hãy ngó lên tấm bảng chữ trên tường kia.
9. B. Dạ.
10. A. Em lấy tay trái che mắt trái lại.
11. B. Dạ rồi.
12. A. Giờ em đọc những chữ trong hàng thứ ba đếm từ trên xuống coi.
13. B. E-O-I-U-A.
14. A. Tốt. Nào, giờ lấy tay che mắt phải và đọc hàng chữ thứ tư từ trên đếm xuống xem.
15. B. Dạ.
16. A. Chữ E quay về mé nào vậy ?
17. B. Dạ quay về bên trái.
18. A. Những chữ khác thì sao ?

19. B. Chữ kề tiếp quay xuống, chữ bên cạnh quay lên, và chữ chót quay về tay phải.

20. A. Tốt lắm!

Part D. Class Absence and Illness

1. A. Kiem, you missed two days of school this week. What was the matter?
2. B. I had a bad cold. My little sister, Minh, is still sick.
3. A. Does she need a doctor or some medicine?
4. B. Yes, but my mother is afraid it will be too expensive.
5. A. Does your mother know that the Department of Social Welfare may be able to help?
6. B. No. What must she do?
7. A. Have her call them. Their telephone number is listed in the telephone book under "State of Wisconsin."
8. B. Thank you for the information.
9. A. And Kiem, next time you are sick and miss school, please have your mother call me or write me a note.
10. B. I will.
11. A. Anytime you feel ill during class, please tell me, and I will send you to the school nurse for aid.
12. B. Yes, I will do that.

(Reading time in English approximates 2 1/2 minutes.)

ĐAU ỐM VÀ NGHỈ HỌC

1. A. Kiểm, tuần này em vắng mặt hai ngày.Có chuyện gì vậy em ?
2. B. Dạ em bị đau. Linh, em gái em, cũng vẫn còn bịnh.
3. A. Nó có cần đi bác sĩ hay uống thuốc gì không ?
4. B. Dạ có, nhưng má em sợ tốn tiền quá.
5. A. Má em có biết là Cơ Quan Cứu Tế Xã Hội có thể giúp đỡ không ?
6. B. Dạ không. Vậy má em phải làm gì ?
7. A. Dặn má em gọi điện thoại cho họ.Số điện thoại có trong cuốn niên giám, dưới để mục Tiểu Bang Wisconsin.
8. B. Dạ cám ơn thầy đã chỉ dùm.
9. A. À này Kiểm, nhớ lần sau nếu em có đau phải nghỉ học thì dặn má em gọi điện thoại hoặc viết cho tôi vài hàng báo tin.
10. B. Dạ.
11. A. Và nếu thấy bịnh giữa buổi học em phải cho tôi hay để tôi đưa em xuống phòng y-tế cho cô y-tá săn sóc em nghe.
12. B. Dạ vâng.

****

Part E. Making An Appointment/Asking Directions

1. A. Hello, this is Mrs. Thanh. I want to make an appointment to see my son's teacher, Mrs. Jones.
2. B. Fine. Can you come to the school this afternoon?
3. A. Yes, I can come this afternoon.
4. B. Mrs. Jones will be available after 3 p.m.
5. A. That's fine. Could you give me directions to get to the school?
6. B. Do you have a car?
7. A. No. I must take the bus.
8. B. Where do you live?
9. A. At 201 South Street
10. B. Then the best place to get the bus will be at the corner of South Street and King Street.
11. A. Where do I get off the bus?
12. B. Ask the driver to let you off at the corner of Wisconsin Avenue and Madison Street.
13. A. How do I get to the school from there?
14. B. Walk down Madison Street for one block, then take a left on to Capitol Street. The school is two blocks down on Capitol Street on your right.
15. A. Thank you so much.
16. B. You're quite welcome.

(Reading time in English approximates 3 minutes.)

XIN MỘT CÁI HẸN/ HỎI ĐƯỜNG ĐI

1. A. Alô, tôi là bà Thanh, tôi muốn xin được hẹn gặp bà Jones, giáo sư của con tôi.
2. B. Dạ, chiều nay bà có thể ghé trường không ?
3. A. Dạ được.
4. B. Bà Jones sẽ rảnh từ ba giờ chiều trở đi.
5. A. Vậy thì tốt quá. Xin cô chỉ dùm tôi lối đi tới trường.
6. B. Bà có lái xe chăng ?
7. A. Dạ không, tôi đi xe buýt.
8. B. Thưa, bà ở đường nào ?
9. A. Dạ số hai lẻ một đường South.
10. B. Vậy thì tốt nhất bà nên đợi xe tại góc đường South và King.
11. A. Rồi tôi xuống xe tại đâu ạ ?
12. B. Bà bảo tài xế nhắc bà xuống xe tại góc đường Wisconsin và Madison.
13. A. Từ đó đi tới trường thế nào ạ ?
14. B. Bà đi thêm một đoạn trên đường Madison rồi rẽ trái sang đường Capitol, đi thêm hai đoạn đường nữa thì trường nằm ngay mé tay mặt cũng trên đường Capitol.
15. A. Xin cám ơn cô nhiều.
16. B. Dạ, không có chi.

****

Part F. Meeting With Teacher

1. A. Hello, I'm Mrs. Thanh. Are you Mrs. Jones?
2. B. Yes.
3. A. I'm happy to meet you. My son Kiem is in your class.
4. B. Kiem's a very nice boy. He works hard.
5. A. Yes, he does. But he tells me he has trouble understanding you.
6. B. Why?
7. A. He is not very good at English yet. Sometimes you speak too fast for him.
8. B. Oh! He has never said anything to me.
9. A. He is very shy, and he remembers how school was in Vietnam.
10. B. What is that?
11. A. There, the teacher did not encourage questions. The discipline in the classroom was very strict.
12. B. Here we follow a different method. We like the student to ask about things. I want to help Kiem learn.
13. A. Kiem is still adjusting to this new atmosphere in the classroom.
14. B. Yes, I understand. You must tell Kiem not to be afraid to ask questions.
15. A. I will, and thank you, Mrs. Jones, for your time. I must go now.
16. B. You're welcome. Please make another appointment soon to talk of Kiem's progress.
17. A. I will. Good bye.
18. B. Bye, now.

(Reading time in English approximates 3 1/2 minutes.)

GẶP BÀ GIÁO.

1. A. Chào bà, tôi là Thanh, có phải bà là bà Jones không ?
2. B. Dạ phải.
3. A. Hân hạnh được gặp bà. Cháu Kiêm của tôi học lớp bà đấy ạ.
4. B. Kiêm ngoan lắm, cháu học rất chăm.
5. A. Dạ. Cháu có nói với tôi cháu không mấy hiểu bài.
6. B. Ồ, sao vậy ?
7. A. Cháu chưa được khá tiếng Anh lắm. Đôi khi bà nói mau quá cháu nghe không kịp.
8. B. Ồ, vậy mà cháu chả bao giờ cho tôi hay.
9. A. Dạ cháu mắc cỡ lắm, và cháu hay nhớ tới trường cũ bên Vietnam.
10. B. Trường bên đó dạy ra sao ạ ?
11. A. Bên xứ tôi thầy giáo ít khuyến khích học trò đặt câu hỏi lắm. Kỷ luật trong lớp cũng rất chặt chẽ.
12. B. Ở đây chúng tôi giáo dục theo đường hướng khác. Chúng tôi thích học sinh tìm hỏi các vấn đề. Là một giáo sư tôi muốn giúp các em học hỏi.
13. A. Cháu Kiêm đang có thích hợp với không khí lớp học mới tại đây.
14. B. Dạ tôi hiểu. Bà nên bảo cháu cứ việc hỏi đừng e ngại gì cả.
15. A. Dạ, xin cám ơn bà đã dành thì giờ tiếp tôi. Xin phép bà.
16. B. Dạ không có chi. Xin bà ghé lần khác để ta bàn về những tiến bộ Kiêm đã thâu lượm được.
17. A. Dạ vâng. Xin chào bà.
18. B. Bà lại nhà.

****

Part G. Meeting With Counselor

1. A. Kiem, your teacher tells me you are having difficulty with your lessons. What's the matter?
2. B. I have difficulty understanding her directions. My English is not very good, and she speaks very fast.
3. A. Do you ask her to repeat the directions for you?
4. B. I don't. I'm afraid to ask her questions.
5. A. Why are you afraid?
6. B. I don't want her to think I don't understand her.
7. A. Kiem, I'm sure your teacher knows you are still learning many new and difficult expressions in a foreign language. Your teacher wants to help you. When you need help, be sure to ask her, and she will try to help you.
8. B. I will not be afraid to ask her help when I don't understand.
9. A. Good! You may also ask your classmates to help you with your lessons.
10. B. I'm shy about asking for help.
11. A. You must not be shy. They will be glad to help you, if they can.
12. B. Maybe my friend John will help me with my math.
13. A. Yes, maybe he will. And when you can help him, I'm sure he will be happy, too.
14. B. Thank you very much, Mr. Smith.
15. A. You're welcome, Kiem. Be sure to come and see me again if you have any more problems.
16. B. I will. Bye now!

(Reading time in English approximates 3 1/2 minutes.)

GẶP THẦY HƯỚNG DẪN.

1. A. Kiêm, giáo sư em cho tôi hay em không hiểu bài.
   Có chuyện gì vậy em ?
2. B. Dạ, em không hiểu lời cô dậy.
   Tiếng Anh của em còn kém lắm mà cô nói mau quá đi.
3. A. Em có xin cô lập lại lời giảng cho em nghe không ?
4. B. Dạ không, Em ngại hỏi cô lắm.
5. A. Sao em lại ngại?
6. B. Em không muốn cô nghĩ là em không hiểu cô.
7. A. Này Kiêm, tôi biết chắc là cô giáo em cũng hiểu em đang học những thành ngữ khó khăn của một ngoại ngữ.
   Cô giáo em muốn giúp em mà. Khi nào cần được giúp đỡ em cứ mạnh dạn hỏi cô và cô sẽ cô giúp em.
8. B. Vậy thì khi nào không hiểu bài em sẽ hỏi cô mà không ngần ngại gì nữa.
9. A. Tốt lắm ! Em nhớ cả bạn bè trong lớp chỉ hộ bài cũng được nữa.
10. B. Thôi, em ngại nhờ vả họ lắm.
11. A. Em đừng có mắc cỡ. Các bạn sẽ rất sung sướng được giúp em.
12. B. Có lẽ anh John sẽ chỉ dùm em môn Toán.
13. A. Ô, chắc vậy rồi. Và, nếu em có thể chỉ cho anh ấy cái gì tôi chắc John cũng sẽ sung sướng lắm đó.
14. B. Em cám ơn thầy nhiều lắm.
15. A. Không có chi. Nếu lại gặp khó khăn gì thì em lại tới kiếm tôi nghe.
16. B. Dạ vâng. Kính chào thầy.

Part H. Comparing Holidays

1. A. Jack, what's New Years like here?
2. B. To celebrate the coming new year, people have parties and make lots of noise at midnight to welcome in the new year.
3. A. What else?
4. B. People make resolutions to do better things during the coming year. And they wish their friends well. Do the Vietnamese have a similar holiday?
5. A. Yes, we call our new year "Tet." We have parades in the streets to celebrate. People wish their friends well, too.
6. B. Old Father Time leaves and the new year comes in, dressed like a baby. What is the symbol for your new year?
7. A. People display the yellow apricot flower to show their happiness and wish for a successful new year.
8. B. Is your new year's day on January 1st?
9. A. No, we use a different calendar to determine our new year. It comes some time during your month of February.
10. B. I didn't know that. It sounds like the custom of celebrating the new year is similar here and in Vietnam.
11. A. Yes, we have many holidays that celebrate the same things.

(Reading time in English approximates 3 minutes.)

SO SÁNH CÁC NGÀY LỄ

1. A. Này anh Jack, Ngày Đầu Năm bên đây ra sao ?

2. B. Để đón mừng năm mới chúng tôi đãi tiệc, và gây đủ thứ tiếng ồn ào vào lúc giao thừa để rước Xuân về.

3. A. Ngoài ra còn gì nữa không ?

4. B. Ai cũng tự nguyện năm tới sẽ làm mọi chuyện đàng hoàng hơn, và chúc tụng bè bạn. Người Việt có lẽ nào tương tự như thế không ?

5. A. Có chớ, chúng tôi gọi đó là ngày Tết. Chúng tôi đi rước trên đường phố để ăn mừng và cũng chúc tụng bạn bè vậy.

6. B. Ông già năm cũ đi nhường bước cho em nhỏ đầu xuân về. Bên xứ anh dấu hiệu đầu xuân là gì ?

7. A. Người ta chưng hoa Mai để tống cựu nghinh tân. Hoa này tượng trưng một năm mới đầy hạnh phúc và thắng lợi.

8. B. Có phải Tết nhằm ngày đầu tháng Một không ?

9. A. Không chúng tôi dùng Âm lịch tính ngày Tết. Thường Tết đến vào cỡ tháng Hai Tây lịch.

10. B. Vậy mà tôi không hay chứ. Ngó bộ phong tục mừng xuân ở đây cũng tương tự như ở Việtnam.

11. A. Vâng. Chúng ta cũng có nhiều ngày lễ đón mừng những điều giống nhau.

****

Part I. Classmates' Conversation About the Weather

1. A. Hi, John. How are you today?
2. B. Just fine. And you, Kiem?
3. A. O.K., but I've got a slight cold.
4. B. That's too bad. How long have you had it?
5. A. Oh, about a week. I'm having trouble getting used to this cold weather. It's so different from Vietnam.
6. B. What's the weather like there?
7. A. Well, there we always had hot and humid weather. We could wear light clothing all the time.
8. B. I see. This winter weather in Wisconsin must be hard for you to adjust to.
9. A. Yes, it is. I had never seen snow before. I have to adjust to wearing heavy clothing to protect myself from the snow, wind, and cold. I forgot my hat one day last week and that's how I caught this cold.
10. B. But winter here can be fun, too. I like to go sliding down the hill on my sled. When the lake freezes and the ice is safe, I can go skating. My older brother, Jim, goes skiing.
11. A. Well, I hope I can recover soon from this cold so I can have some fun, too. I have to go now and finish my homework.
12. B. Me, too. See you soon.
13. A. Yes. Bye for now!

(Reading time in English approximates 3 1/2 minutes.)

BẠN BÈ NÓI CHUYỆN VỀ THỜI TIẾT

1. A. Chào anh John. Bữa nay mạnh không ?
2. B. Dạ mạnh, còn anh thì sao, Kiểm ?
3. A. Cũng tàm tạm, tôi vừa mới bị cảm nhẹ xong.
4. B. Xui xẻo vậy ! Anh bịnh bao lâu ?
5. A. Ồ, độ một tuần. Tôi đang ráng làm quen với khí hậu ở đây. Sao mà khác xa bên Việtnam quá.
6. B. Thời tiết bển đó ra sao anh ?
7. A. Bển xứ tôi trời thường nóng và ẩm lắm. Quanh năm lúc nào cũng được mặc quần áo mỏng.
8. B. À ra vậy. Trời mùa đông ở Wisconsin chắc khó thích hạp với anh lắm ?
9. A. Dạ vâng, tôi chưa bao giờ được thấy tuyết cả. Tôi phải ráng tập mặc quần áo dầy cho quen để chịu nổi gió, tuyết, và cái lạnh của xứ này. Tuần rồi tôi quên đội mũ có một bữa mà đau ngay đó.
10. B. Nhưng mùa đông ở đây cũng có cái thú của nó. Tôi thích trượt xuống đồi ở sau nhà làm. Khi các hồ đã đóng thành băng an toàn rồi tôi có thể chơi trượt trên băng nữa. Anh Jim của tôi thích trượt tuyết.
11. A. Dạ, tôi cũng mong mau lành bệnh để còn vui chơi chút. Thôi, xin phép anh tôi phải đi làm bài tập bây giờ.
12. B. Ừ, tôi cũng vậy. Hẹn gặp anh sau.
13. A. Dạ, hẹn gặp lại.

****

VII. VIETNAMESE-ENGLISH PHRASES

These common everyday phrases have been compiled to assist in improving communication between the Vietnamese Refugee and the English speaking sponsor and teacher.

Vietnamese are extremely gentle people and speak more softly than Americans.

Vietnamese is written with several special marks on letters to indicate pronunciation and with other marks to indicate tone. To assist you in pronunciation, simply pronounce the phrase or word following the English expression. Pronounce it as it is written and it will come out in understandable Vietnamese. When the phonetic syllables are separated by an apostrophe, say the first syllable with more emphasis and slide into the second one rather quickly. The different tones make the Vietnamese somewhat a musical language.

Consonants and vowels have different pronunciation, even though they are the same letter. Just pronounce phrases and words by the way the phonetics have been separated and soon you can pronounce by looking at the Vietnamese version.

Table of Contents for Section VII.

	Page
Greetings	37
Common Expressions	38
Numbers	41
Financial Matters	43
Instructions	43
Friendly Conversation	44
Questions for Information	45
Food	46
Transportation	48
Time: Hours, Days, Months	50
Seasons and Weather	52
Communications	53
Medical Help	55
Police and Officials	58
Shopping	59
Visiting Friends	62

GREETINGS

Hello, Good Morning, Good afternoon, Good evening, Good night, Goodbye

Chow Chào

Please come in (sir).

Seen mày ohng vow. Xin mời ông vào.

Please sit down (sir).

Seen moy ohng ngoy. Xin mời ông ngồi.

My name is ....

Ten toy la ..... Tên tôi là . . .

May I introduce . . .

Toy seen zoy tee'yew . . . Tôi xin giới thiệu . . .

my wife

vo toy vợ tôi

my husband

chohng toy chồng tôi

my son

kawn chye toy con trai tôi

my daughter

kawn gye toy con gái tôi

my father

cha toy cha tôi

my mother

meh toy mẹ tôi

my friend

bahn toy bạn tôi

GREETINGS (cont.)

Nice meeting you.

Huhn hahn'h doo'wok kwen ohng. Hân hạnh đước quen ông.

Ihope to see you again soon.

Toy mohng gap lye ohng. Tôi mong gặp lại ông.

Give me your address.

Chaw toy dee'ah chee kwa ohng. Cho tôi địa chỉ của ông.

Here is my address.

Dee'ah chee toy day. Địa chỉ tôi đây.

COMMON EXPRESSIONS

Yes

Vung Vâng

No

Khong Không

Please

Seen ohng Xin ông

Thank you

Kahm urn ohng Cảm o'n ông

Excuse me

Seen loy ohng Xin lỗi ông

I am sorry

Toy zaht tee' yuk
Tôi rất tiếc

All right; O. K.

Toht lahm Tốt lắm

You are welcome

'Khong kaw chee Không có chi

Perhaps

Kaw leh'eh Có lẽ

Certainly

Kaw choo! Có chứ!

COMMON EXPRESSIONS (cont.)

Now

Bay zah Bây giờ

Later

Laht noo'wah Lát nữa

Do you understand me?

Ohng kaw hee'yow toy 'khong? Ông có hiểu tôi không?

I understand

Toy hee'yow Tôi hiểu

I don't understand.

Toy 'khong hee'yow. Tôi không hiểu.

Please speak slowly.

Seen ohng noy chum. Xin ông nói chậm.

Please repeat it.

Seen ohng noy lye. Xin ông nói lại.

Please write it down.

Seen ohng vee'yet zah chew'oo. Xin ông viết ra chữ.

What is this?

Kye nay lazee? Cái nầy là gì?

What is that?

Kye kee'yah la zee? Cái kia là gì?

How do you say it in Vietnamese?

Noy kye daw bahng t'yen V'yet tee zah s'ow?

Nói cái đo bằng tiếng Việt thì ra sao?

I want . . .

Toy moo'won . .

Tôi muốn . . .

I need . . .

Toy kuhn . . .

Tôi cần . . .

COMMON EXPRESSIONS(cont.)

Can you help me?

Seen ohng zoop toy? Xin ông giúp tôi?

Please show me . . .

Seen ohng chee chaw toy . . . Xin ông chỉ cho tôi . . .

I don't know.

Toy 'khong bee'yet. Tôi không biết.

How much?

B'ow nee'yew? Bao nhiêu?

How long?

B'ow low? Bao lâu?

How far?

B'ow sah? Bao xa?

Where?

Ah d' ow? Ở đâu?

When?

B' ow zah? Bao giờ?

Who?

Ah' ee? Ai?

Why?

Tah'ee s'ow? Tại sao?

Good	Bad	Passable
Toht	Sah'woo	Tahm doo'woh
Tốt	Xấu	Tạm đu'ợ'c

NUMBERS

1

Moht

Một

2

Hye

Hai

3

Bah

Ba

4

Bohn

Bốn

5

Nahm

Năm

6

S'ow

Sáu

7

Bye

Bảy

8

Tahm

Tám

9

Chin

Chín

10

Moo'woy

Mười

11

Moo'woy moht

Mười một

12

Moo'woy hye

Mười bon

13

Moo'woy bah

Mười ba

14

Moo'woy bohn

Mười sáu

15

Moo'woy lahm

Mười lăm

16

Moo'woy s'ow

Mười tám

17

Moo'woy bye

Mười bảy

18

Moo'woy tahm

mười tám

NUMBERS(cont.)

19

Moo'woy chin

Mười chín

20

Hye moo'woy

Hai mươi

21

Hye moo'woy moht

Hai mươi một

22

Hye moo'woy hye

Hai mươi hai

30

Bah moo'woy

Ba mươi

35

Bah moo'woy lahm

Ba mươi lăm

40

Bohn moo'woy

Bốn mươi

50

Nahm moo'woy

Năm mươi

100

Moht chahm

Một trăm

200

Hye chahm

Hai trăm

315

Bah chahm moo'woy lahm

Ba trăm mười lăm

1,000

Moht n'yahn

Một ngàn

Ordinal numbers are fromed by using the same espressions preceded by the work "thu". There are only two exceptions: "first" add "fourth".

First

Too n'yaht

Thứ nhất

Second

Too hye

Thứ hai

Third

Too bah

Thứ ba

Fourth

Too too

Thứ tư

Thirty -fifth

Too bah moo'way lahm

Thứ ba mươi lăm

FINANCIAL MATTERS

How much do I get for one dollar?

Moht mee'yee kim kwa toy doy doo'wok bah'oo i'yew?

Một Mỹ kim của tôi đổi được bao nhiêu?

Can you give me change for this?

Seen ohng doy zah t'yen leh chaw toy?

Xin ông đổi ra tiền lẻ cho tôi?

INSTRUCTIONS

Stand up!

Doong len!

Đứng lên!

Sit down!

N'goy soo'wong!

Ngồi xuống!

Move back!

Loo'ee lye!

Lùi lại!

Move forward!

T'yen len!

Tiến lên!

Turn around!

Kwy lye!

Quay lại!

Wait here!

Cha day!

Chờ đây!

Please help me.

Seen zoop toy voy.

Xin giúp tôi với.

I am lost.

Toy bee lahk.

Tôi bị lạc.

I am hungry.

Toy doy.

Tôi đói.

I am thirsty.

Toy 'kaht.

Tôi khát.

Come with me.

Hye dee teh'ow toy.

Hãy đi theo tôi.

Be very careful with this.

Fye Kahn tahn voy key nye.

Phải cẩn thận với cái này.

FRIENDLY CONVERSATION

My name is John.

Ten toy la John.

Tên tôi là John.

What is your name?

Ten em la zee?

Tên em là gì?

I like you very much.

Toy tik em lahm.

Tôi thích em lắm.

I like your dress.

Toy tik ow koo'ah em.

Tôi thích áo của em.

You are very pretty.

Em dep lahm.

Em đẹp lắm.

Here is a present for you.

Toy tahng em kwa nye.

Tôi tặng em quà này.

I love you.

Toy yo em.

Tôi yêu em.

This is mine.

Kye nye koo'ah toy.

Cái này của tôi.

These are mine.

N'yoong doh nye koo'ah toy.

Những đồ này của tôi.

QUESTIONS FOR INFORMATION

How much do I have to pay?

Toy fye cha b'ow n'yew?
Tôi phải trả bao nhiêu?

Where is the bus into town?

Seh boo'it dee vow teen'h ah dow?
Xe buýt đi vào tỉnh ở đâu?

Where is a telephone?

Ah dow kaw dee'yen t'why?
Ở đâu có điện thoại?

Where is the restroom?

Kow tee'yew ah dow?
Cầu tiêu ở đâu?

What street is this?

Doo'wong nye la doo'wong zee?
Đường này là đường gì?

Please show me how I can get to . . .

Seen chee chaw toy doo'wong toy . . .
Xin chỉ cho tôi đường tới . . . .

Where is the toilet?

N'ya tam ah dow?
Nhà tắm ở đâu?

FOOD

I want to buy ...

Toy moo'won moo'ah ...

Tôi muốn mua ...

Bring me ...

Mahng chaw toy ...

Mang cho tôi ...

food

doh ahn

đồ ăn

water

noo'wok

nước

coffee

kah fey

cà phê

tea

chah

trà

milk

soo'ah

sữa

cream

kem

kem

sugar

doo'wong

đường

bread and butter

bahn'h mee vah boh

bánh mì và bơ

salt and pepper

moo'way vah tee'yew

muối và tiêu

water and ice

noo'wok lahn'h voy dah

nước lạnh với đá

a glass

kye lee

cái ly

a cup

kye tak

cái tách

a knife

kohn z'ow

con dao

a fork

kye nee'yah

cái nĩa

a spoon

kye moo'wong

cái muỗng

a plate

kye zee'yah

cái dĩa

a napkin

kye khan bahn

cái khăn bàn

salad

sah laht

sả lát

fruit

chye keh'ee

trái cây

oranges

kahm

cam

watermelon

zoo'ah daw

dưa đỏ

apple

bawm

bom

peach

d'ow

đào

bananas

choo'ee

chuối

ice cream

kem

kem

orange juice

noo'wok kahm

nước cam

soft drink

noo'wok 'ngoht

nước ngọt

candy

key'yow

kẹo

cake (or pastry)

bahn'h 'ngoht

bánh ngọt

This is not clean.

Kye nye 'khong sak.

Cái này không sạch.

This is not cooked enough.

Kye nye choo'ah cheen

Cái này chưa chín.

This is cold.

Kye nye 'ngwoy zoy.

Cái này nguội rồi.

This is for you.

B'yew ohng.

Biếu ông.

TRANSPORTATION

Taxi!

Taxi!

Tắc xi!

That is too much.

Mahk kwah.

Mắc quá.

I'll be back very soon

Toy seh'eh chaw lye n'gay.

Tôi sẽ trở lại ngay.

What bus do I take to go to _____?

Toy fye lah'ee seh now deh dee toy _____?

Tôi phải lấy xe nào để đi tới _____?

Does this bus go to _____?

Seh nye kaw dee kwah _____ 'khong?

Xe này có đi qua _____ không?

Driver, please tell me where to get off.

Seen ohng tye seh noy chaw toy look now fye soo'wong.

Xin ông tài xế nói sho tôi lúc nào phải xuống.

Go right

Kweh'oh maht.

Quẹo mặt.

Go left.

Kweh'oh chye

Quẹo trái.

Go straight ahead.

Koo dee tang.

Cứ đi thẳng.

Where can I find . . . . . ?

Ah dow kaw . . .?

Ở đâu có . . .?

a gas station

chahm sahng

trạm xăng

a garage

chahm soo'ah seh

trạm sửa xe

a mechanic

taw soo'nh seh

thợ sửa xe

Fill it up.

Doh dye sahng

Đổ đầy xăng

I want some air.

Toy moo'won bohm hoy voh bahn'h.

Tôi muốn bơm hơi vô bánh.

Please change the oil.

Seen ohng tye zow.

Xin ông thay dầu.

Please check the battery.

Seen ohng koy been'h d'yen.

Xin ổng coi bình điện.

How much will it cost to fix?

Tuh'ah ohng maht b'ow n'yew t'yen?

Thưa ổng, mất bao nhiêu tiền?

TIME: HOURS--DAYS--MONTHS

What time is it?

Bay zuh la mey zuh?

Bây giờ là mấy giờ?

It is one o'clock.

Bay zuh la moht zuh.

Bây giờ là một giờ.

Morning

boo'wah sahng

bữa sáng

evening

boo'way toy

bữa tối

afternoon

boo'wah choo'wa

bữa trưa

night

boo'wah dem

bữa đêm

yesterday

n'guy hohm kwa

ngày hôm qua

last night

dem hohm kwa

đêm hôm qua

today

n'guy hohm nye

ngày hôm nay

tonight

dem hohm nye

đêm hôm nay

tomorrow

n'guy mye

ngày mai

tomorrow night

dem mye

đêm mai

this week

too'wan nye

tuần này

last week

too'won kwa

tuần qua

two weeks ago

hye too'won chop'wok

hai tuần trước

next week

too'won toy

tuần tới

Monday

too hye

Thứ hai

Tuesday

too ba

Thứ ba

Wednesday

too too

Thứ tư

Thursday

too nahm

Thứ năm

Friday

too s'ow

Thứ sáu

Saturday

too bye

Thứ bảy

Sunday

choo n'yaht

Chủ nhật

Next Monday

too hey toy

Thứ hai tới

January	February	March
tahng zee'yeng	tahng hye	tahng ba
Thang giêng	Tháng hai	Tháng ba

April	May	June
tahng too	tahng nahm	tahng s'ow
Tháng tu	Tháng năm	Tháng sáu

July	August	September
tahng bay	tahng tahm	tahng cheen
Tháng bảy	Tháng tám	Tháng chín

October	November	December
tahng moo'way	tahng moc'way moht	tahng chap
Tháng mười	Tháng mười một	Tháng chạp

SEASONS AND WEATHER

How is the weather today?

Boo'wa nye toy t'yet teh now?

Bữa nay thời tiết thế nào?

sunny	rainy
choy nahng	choy moo'wa
trời nắng	trời mưa

windy	fair
choy zaw	choy toht
trời gió	trời tốt

hot

choy nawng
trời nóng

cold

choy lahn'h
trời lạnh

degrees

doh
độ

raincoat

kye ow moo'wa
cái áo mưa

COMMUNICATION: TELEPHONE-LETTERS-CABLES

May I use your telephone?

Chaw toy goy n'yuh dee'yen t'shy doo'wok 'khong?
Cho tôi gọi nhờ điện thoại được không?

Yes

Doo'wok
Được

No

Khong
Không

writing paper

zay v'yet tuh
giấy viết thơ

envelope

b'ow tuh
bao thơ

pen

v'yet muk
viết mực

pencil

v'yet chee
viết chì

ballpoint pen

boot bee
bút bi

Hello

ah lo
A lô

This is _____ speaking.

Toy la _____.

Tôi là.

May I speak to _____?

Chaw toy noy choo'yen voy _____?

Cho tôi nói chuyện với _____?

Where is she?

Bah ah'ee dee dow?

Bà ấy đi đâu?

She is out

Ko ah'ee dee vahng.

Cô ấy đi vắng.

He is not here.

Ohng ah'ee 'khong kaw ah dey.

Ông ấy không có ở đây.

What time will he return?

Mye zuh ohng ah'ee veh?

Mấy giờ ông ấy về?

Hold the wire.

Seen zoo'oh mye.

Xin giữ mấy.

I will call later.

Toy seh'eh goy lye s'ow.

Tôi sẽ gọi lại sau.

Please take a message.

Seen ghee lye loy n'yahn nye.

Xin ghi lại lời nhắn này.

Ask him to call me back.

B'ow ohng ah'ey goy lye toy.

Bảo ông ấy gọi lại tôi.

MEDICAL HELP

Please call

Seen ohng goy ...
Xin ông gọi ...

a doctor

bahk see'yee
bác sĩ

a nurse

moht ee ta
một y tá

a dentist

n'ya see'ee
nha sĩ

an ambulance

seh kew t'wohng
xe cứu thương

Quick!

M'ow len!
Mau lên!

I don't feel well.

Toy tye 'ko chew.
Tôi thấy khó chịu.

I am ill.

Toy bee'h.
Tôi bịnh.

I have a pain in ...

Toy bee dow ah ...
Tôi bị đau ở ...

head

dow
đầu

throat

ko hawng
cổ họng

ear

tye
tai

neck

koh
cổ

eye
maht
mắt

nose
moo'ey
mũi

mouth
mee'yeng
miệng

tooth
zahng
răng

hand
tye
tay

leg
kahng
cẳng

shoulder
vye
vai

back
loong
lưng

stomach
boong
bụng

arm
kahn'h tye
cánh tay

foot
chahn
chân

I am hurt here.
Toy bee too' wong ah dye.
Tôi bị thương ở đây.

I had an accident.
Toy bee tye nahn.
Tôi bị tai nạn.

Please examine this.

Seen ohng koy cho nye.
Xin ông coi chỗ này.

Anything broken?

Kaw zee bee guy'khong?
Có gì bị gãy không?

You must stay in bed.

Fye nahm zoo'wong.
Phải nằm giường.

Take this.

Wong kye nye.
Uống cái này.

How often should I take this?

B'ow nee'yew too'wok moy lahn?
Bao lâu thì uống một lần cái này?

How much should I take?

B'ow nee'yew too'wok moy lahn?
Bao nhiêu thuốc mỗi lần?

Twice a day.

Moy n'guy hy lahn.
Mỗi ngày hai lần.

Don't worry

Doong kaw law
Đừng có lo.

It is nothing.

'Khong kaw chee.
Không có chi.

MEDICAL HELP(cont.)

It will be over very soon.

Sahp het zoy.

Sắp hết rồi.

Where is there a pharmacy?

Ah dow kaw tee' yen too'wok tye?

Ở đâu có tiệm thuốc tây?

Do you fill prescriptions?

Ohng kaw faht too'wok teh'yo durn 'khong?

Ông có phát thuốc theo đơn không?

This is urgent?

Kye nye gahp lahm.

Cái này gấp lắm.

Do you have ....?

Ohng kaw .... 'khong?

Ong co .... khong?

aspirin

too'wok n'yook d'ow

thuốc nhức đầu

a sedative

too'wok ahn tahn

thuốc an thần

POLICE AND OFFICIALS

Help!

Kew toy voy!

Cứu tôi với!

Police

Kahn'h saht!

Cảnh sát!

I want to report ....

Toy moo'won kye cheen'h ...

Tôi muốn khai trình ....

a fire

moht dahm chye

một đám cháy

a robbery

ahn kahp

ăn cắp

You are making a mistake

Ohng lahm zoy.

Ông lầm rồi.

SHOPPING

Good day sir.

Chow ohng.

Chào ông.

How much is this?

Kye nye b'ow nee'yew?

Cái này bao nhiêu?

I ~~like~~ TAKE this.

Toy tik kye nye

tôi lấy cái này.

I'll take this.

Toy lay kye nye.

Tôi lấy cái này.

I like this color

Toy tik mow nye

Tôi thích mầu này.

blue

aahn'h

xanh

green

aan'h la kuh'ee

xanh lá cây

yellow
vahng
vàng

white
chahng
trắng

black
den
đen

pink
hohng
hồng

red
đoh
đỏ

gray
sahm
xám

brown
now
nâu

purple
teem
tím

May I try this on?
Toy mahng too kye nye doo'wok 'khong?
Tôi mang thử cái này được không?

I want to buy ...
Toy moo'won moo'wah ....
tôi muốn mua ...

a hat
kye nohn
cái nón

a shirt
ah'oo suh mee
áo sơ mi

sunglasses
keen'h maht
kính mát

a handbag
bop dahm
bóp đầm

a watch
kye dohng ho
cái đồng hồ

a bracelet
vawng deh'yo tye
vòng đeo tay

a necklace
vawng ko
vòng cổ

matches
kwet
quẹt

a belt
zay loong
dây lưng

boots
boht
bốt

a flashlight
den peen
đèn pin

batteries
kook peen
cục pin

shoes
zay
giầy

socks
zuh
dớ

needle and thread
keem va chee
kim và chỉ

a button
kook
cúc

a comb
kye loo'wok
cái lược

hair brush
bahn chye tok
bàn chải tóc

toothpaste
kem dahn'h zahng
kem đánh răng

toothbrush
bahn chye zahng
bàn chải răng

lipstick
moy sohn
môi son

perfume
zow tohm
dầu thơm

VISITING FRIENDS

Make yourself at home.

Been ohn kuh tuh nee'yen.

Xin ông cứ tự nhiên.

I am grateful.

Toy zaht doy urn.

Tôi rất đội ơn.

You are welcome.

Toy 'khong zahm

Tôi không dám.

May I offer you something to eat?

Ohng moo'won ahn zee 'khong?

Ông muốn ăn gì không?

May I offer you something to drink?

Ohng moo'won oo'wong zee 'khong?

Ông muốn uống gì không?

Would you like a cigarette?

Seen moy ohng hoot too'wok?

Xin mời ông hút thuốc?

No, thanks I don't smoke.

Kahm urn ohng. Toy 'khong hoot too'wok.

Cảm ơn ông. Tôi không hút thuốc.

Where are you from?

Ohng la 'ngwoy soo now?

Ông là người xứ nào?

Please come and visit me.

Seen moy ohng lye tahm toy.

Xin mời ông lại thăm tôi.

How large is your family?

Za deen'h ohng kaw may 'ngwoy?
Gia đình ông có mấy người?

Thank you for inviting me.

Kahm urn ohng da'ah moy toy.
Cảm ơn ông đã mời tôi.

What is your name?

Em ten la zee?
Em tên là gì?

What do you like?

Em moo'won kye zee?
Em muốn cái gì?

What are you doing?

Em dew'ong lahm zee dow?
Em đương làm gì đó?

Where are you going?

Em seh'eh dee dow?
Em sẽ đi đâu?

I want to go with you.

Toy moo'won dee koong em.
Tôi muốn đi cùng em.

Very good!

Hay lahm!
Hay lắm!

Is everything all right?

Moy suh deh'oo toht choo?
Mọi sự đều tot chứ?